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ABSTRACT

This study report summarizes the results of six follow-up surveys of Maryland community college students conducted between 1976 and 1982 to assess the success of the state's community colleges in preparing students for transfer to four-year institutions. After an introductory discussion of the transfer function of community colleges and the data sources of the study, information is provided on the number of Maryland community college students enrolled in transfer programs; the proportion of students entering community colleges with the goal of transferring to four-year colleges and the proportion achieving this goal; the characteristics of transfer students; students' satisfaction with their preparation for transfer; the efficiency of the transfer process; student success after transfer; and the colleges to which community college students transferred. Highlights from the surveys included: (1) in fall 1982, 46% of the state's community college students were enrolled in transfer programs; (2) since 1974, approximately one-third of all community college students had reported that their main goal was to transfer; (3) 40% of all 1978 graduates and 42% of all 1980 graduates transferred to a four-year college; (4) students who transferred were younger, completed more credit hours, and had a higher grade point average than those who had not transferred; and (5) more than 88% of the students surveyed reported satisfaction with their preparation for transfer. (HB)

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THE ROLE OF COMMUNITY COLLEGES IN PREPARING STUDENTS FOR TRANSFER TO FOUR-YEAR COLLEGES AND UNIVERSITIES

THE MARYLAND EXPERIENCE

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PREFACE

Preparation for transfer remains a major and effectively conducted mission of Maryland community colleges. Recent studies of the community college role, in other states, in preparing students for transfer have had ominous titles like "The Decline of Transfer Education." Maryland community colleges, on the other hand, have an excellent record of preparing a large and diverse group of students who successfully transfer.

This report summarizes the results of follow-up surveys of community college students who transferred to four-year colleges after attending a public community college in Maryland. The report examines data from four surveys of students who were questioned four years after they first entered a Maryland community college and from two surveys of community college graduates who were questioned one year after graduation. The surveys, which were conducted in 1976, 1978, 1979, 1980, 1981, and 1982, provide a rich source of information on students' evaluation of their community college programs and on their experiences after transfer. Additional data on transfer enrollment and success rates have been provided by the University of Maryland, the Maryland Board of Trustees for State Colleges and Universities, and the Maryland State Board for Higher Education.

The surveys could not have been completed without the cooperation and assistance of the follow-up study coordinators at each college and the Maryland Community College Research Group which has contributed throughout this period to the research design and analyses of the follow-up surveys.

Participation by the State Board for Community Colleges is supported in part by a grant from the Maryland State Department of Education, Division of Vocational-Technical Education.

Brent M. Johnson
Executive Director

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THE ROLE OF COMMUNITY COLLEGES IN PREPARING STUDENTS FOR TRANSFER TO FOUR-YEAR COLLEGES AND UNIVERSITIES THE MARYLAND EXPERIENCE

INTRODUCTION

Are community colleges fulfilling the function of preparing students for transfer to four-year colleges? A number of recent articles and books, using data from the 1972 National Longitudinal Study of High School Graduates and studies undertaken in other states, have suggested that community colleges are not very "successful" in performing the first two years of a four-year college program and those students who attend a community college are less likely (other things being equal) to obtain a bachelor's degree.[1]

David Breneman, in a recent Brookings Institution study, summarizes his analyses of the High School Graduate Longitudinal Survey Data in the following way:

> First, a majority of students would have a better chance of earning a bachelor's degree if they spend their first year at a four-year school. Second, this is particularly true for academically oriented young people. Third, community colleges do increase some high school graduates' chances of receiving a BA. They are more apt to have had a less academic high school experience, and interestingly, to be black . . . Fourth, more women than men who went to a community college probably would have been better off at a university. Community colleges do help some students to receive a BA degree who probably would not otherwise have graduated from a university, but the most able high school graduates would generally be better off to choose a four-year college or univesity rather than a community college.[2]

Conclusions such as these have raised serious questions concerning the role of the community college in preparing students for learning beyond the community college. They have implications which require a critical examination of the evidence and whether the conclusions apply to community colleges in Maryland.

Breneman's research design utilizes a national sample. It provides no evidence of whether a particular community college, or group of community colleges, is adequately preparing students for transfer. In some states, the "community colleges" are technical training schools and have never been expected to do much in the way of preparing students for transfer. In other states, the transfer preparation role has never been given high priority, and articulation between the community colleges and the four-year colleges has always been disjointed. In other states, however, the two-year community college transfer programs are, and are recognized to be, superior in quality and efficiency.

Because local and state considerations cannot be examined in the analyses of a national longitudinal data base and because the results from one state may not be applicable to those of its neighboring state, the results from the Breneman study and reexamination of this type national data cannot be relied upon to provide evidence for policy makers trying to decide whether the four-year or two-year campus should be teaching the first two years of the bachelor's program and provides no help to the individual student deciding which college to attend.

In the 1980s, many of the important decisions affecting higher education will be made at the state level; and the availability of evidence from state and local studies concerning the strengths and weaknesses of institutions should be crucial in the decisions as to who will do what in higher education. In light of these concerns, each state and ultimately each college will need to monitor the success of students who have transferred from each community college.

Successful transfer results from a variety of factors and can be seen as the outcome of interaction of institutional and personal characteristic. In order for the transfer to work, four-year colleges must accept the transfer student as a legitimate advanced student; the community college must provide the individual with a program and challenge which permit him/her to succeed in the remainder of the college program; there cannot be too many barriers existing to frustrate the transfer from one environment to another; and the students must want to transfer and perceive that the goal of a bachelor's degree can be achieved through the community college.

A thorough research design to evaluate the performance of the community college transfer success would need to account for the characteristics of individuals entering the community college; the student's experience and the interaction of these characteristics with the college environment at the community college; the process of transferring to the four-year college (distance, availability of programs, etc.); and the environment of the four-year campus to which the student transfers. Such data are not available and resources for such a research effort are not now available.

There is, however, evidence from a number of sources indicating that the "outcome" of using Maryland community colleges to prepare for transfer is successful for a large number and wide variety of students.

The data used in the following sections have been extracted from follow-up surveys conducted of students in Maryland community colleges. These include four surveys of first-time students, who were surveyed four years after they first entered the community college, and two surveys of students who had graduated and were surveyed a year after graduation. All Maryland community colleges participated in these follow-up studies which were administered by the State Board for Community Colleges (SBCC). The questionnaires were developed by the Maryland Community College Research Group and included information in four areas: goals and goal achievement, employment, transfer, and student satisfaction. Information concerning each student was obtained from the questionnaire and from data provided from the college history file. Information concerning data collection, study population, procedures, and return rates can be found in SBCC publications.[3]

In general, it can be said that response rates throughout the time period under review (1972 to 1982) were good (ranging from 48 percent for entrant surveys to 63 percent for surveys of college graduates); and studies of response bias uncovered few systematic differences between respondents and the total population of students who were surveyed. Additional data obtained from the records of the public four-year colleges and an analyses of transfer patterns using statewide enrollment data have also been analyzed. Selected tables from these data sources are presented.

THE TRANSFER FUNCTION IN MARYLAND COMMUNITY COLLEGES

There are seventeen community colleges in Maryland and each annually transfers students to four-year colleges. Each of these colleges also offers a variety of programs oriented to immediate entry into an occupation. All of these colleges are open-access institutions which accept a range of students who vary in their preparation for college work.

The transfer programs at these community colleges are interdisciplinary curriculums which provide the courses an undergraduate at a four-year college might expect to take during the first two years of college and prior to choosing a major. A student can begin to specialize in the areas of Arts and Sciences, Biological and Physical Sciences, Engineering, Humanities and Social Sciences, Teacher Education, or Business Administration. The courses for all these programs focus on the lower division and general studies requirements of a four-year bachelor's program in these areas. All of the colleges are accredited by the Middle States Association of Colleges and Schools and each college has worked out articulation paths for their graduates to transfer to the public four-year campuses in Maryland. In recent years, a larger number of students from the "occupational programs," formerly considered terminal, have also sought to transfer to four-year programs. Students in Nursing, Accounting, Business Management, Data Processing, and a number of other areas are finding that they can continue toward a bachelor's degree and that much of their course work at the community college in their area of specialty, as well as the general studies courses, will be accepted at the four-year campuses.

How many students are enrolled in transfer programs?

In Fall 1982, there were more than 47,000 students in transfer programs at Maryland community colleges (Table 1). Several of the colleges had more than 60 percent of their student enrollment in transfer programs. Statewide, the proportion of student enrollment in transfer programs was 46 percent of which 15,670 were full-time students.

Enrollment in transfer programs has increased by 16,506 students since 1975 (54 percent increase) while credit enrollment in occupational programs increased by 18,261 (61 percent increase) (Table 2).

Table I

CREDIT ENROLLMENT IN TRANSFER PROGRAMS
FALL 1982

College	Full-time	Part-time	Total	Percent of Enrollment in College
Allegany	308	185	493	23%
Anne Arundel	1,436	2,711	4,147	47
Baltimore	1,605	2,624	4,229	47
Catonsville	1,234	4,273	5,507	48
Cecil	78	180	258	18
Charles	650	2,306	2,956	73
Chesapeake	323	1,047	1,370	70
Dundalk	207	1,074	1,281	47
Essex	1,179	1,673	2,852	29
Frederick	550	1,199	1,749	58
Garrett	148	69	217	39
Hagerstown	437	491	928	38
Harford	672	1,641	2,313	49
Howard	434	928	1,362	37
Montgomery:				
Rockville	2,776	4,766	7,542	58
Takoma Park	769	1,999	2,768	64
Germantown	318	1,039	1,357	53
Prince George's	2,540	3,352	5,892	38
Wor-Wic Tech	6	24	30	5
TOTAL TRANSFER	15,670	31,581	47,251	46
Occupational	14,601	33,366	47,967	47
Unclassified	217	6,496	6,713	7
TOTAL ALL PROGRAMS	30,488	71,443	101,931	100

What proportion of community college students enter with the goal of preparing to transfer to a four-year college?

Data from the follow-up surveys of entrants indicate that the proportion of students entering the community college to prepare for transfer has not changed since 1974 (Table 3). Approximately 32 percent of all students entering community college during this period reported that their primary reason for attending the college was to prepare for transfer. The proportions intending to prepare for a new career, to update job skills, to explore a new career or academic area, or for self-interest and self-enrichment have also remained relatively stable during this period.

Students in the transfer programs are the most likely to report that their goal is to prepare for transfer but there are a number in these programs with other goals than preparation for transfer. Among students in transfer programs, 60 percent reported that their primary reason for attending the community college was to prepare for transfer to a four-year college. Other reasons that students in transfer programs gave for attending the college were: To explore a new academic or job area (13 percent); self-enrichment or personal interest (13 percent); prepare for a new career (8 percent); and other reasons (4 percent).

Table 3

TRENDS IN STUDENT GOALS AMONG ALL STUDENTS

Goal	Entrants		
	1974	1976	1978
Prepare for transfer to a four-year college	32%	32%	31%
Prepare for immediate entry into a career	18	20	20
Explore new career or academic area	14	15	16
Update skills for a job currently held	13	12	12
Interest and self-enrichment	19	18	19
Other goal	3	3	3

Table 2

TRENDS IN TRANSFER PROGRAM ENROLLMENT

Program	1975	1976	1977	1978	1979	1980	1981	1982	% Change 1975-1982
TOTAL	76,240	79,955	84,887	86,076	88,352	93,027	96,558	101,931	34%
Transfer	30,745	33,026	31,142	36,051	37,075	46,337	46,221	47,251	54
Occupational	29,706	31,671	33,290	32,723	33,523	39,139	42,011	47,967	62
Undeclared	15,789	15,258	16,455	17,302	17,754	7,551	8,326	6,713	(57)

What proportion of community college graduates with a transfer goal achieve their goal?

Among all 1978 graduates, 40 percent had transferred (Figure 1). Among 1980 graduates, 42 percent had transferred. The rate of transfer achievement among those graduates whose initial reason for attending the community college was to prepare for transfer was almost double this figure. Transfer goal achievement among graduates, which was measured by examining the transfer success of only those graduates whose initial reason for attending the community college had been to prepare for transfer to a four-year college, increased from 74 percent in the 1979 survey of the 1978 graduates to 78 percent in the 1981 survey of 1980 graduates (Figure 1).

What proportion of all students who enter community colleges with a transfer goal achieve this goal?

Figure 2 summarizes the transfer rates derived from four follow-up surveys of all students who had entered the colleges four years earlier. These students, who may or may not have graduated from a community college, were surveyed four years after they first entered the college. Trends, which can be derived from these four surveys, indicate the rate of transfer among all students decreased from 38 percent to 31 percent but that transfer among those whose goal had been to transfer increased from 68 percent to 76 percent (Figure 2).

What are the characteristics of community college students who transfer?

Students who transfer from community colleges are younger (average age, 21.3) than students who do not transfer (average age, 29.3) (Table 4). They completed more credit hours and had a higher grade point average at the community college than the students who have not transferred. Thirty-eight percent of the males at the community college had transferred and 26 percent of all the females at the community college transferred. Twenty-four percent of the black students had transferred as compared with 31 percent of the white students.

Among students who attended the community college on a full-time basis, 50 percent reported they transferred. Among the students who attended the community college on a part-time basis, only 18 percent transferred.

Although female and black students have not transferred at the same rates as the male and white students, there has been recent improvement in the transfer goal achievement of these two groups. Among females, transfer among those who went to the community college to prepare for transfer has increased from 67 percent among the 1972 entrants to 73 percent among the 1978 entrants. Among blacks, transfer goal achievement increased from 58 percent to 63 percent (Table 5).

There are, as might be expected given the different location and histories of each community college, differences among the colleges in the transfer goal achievement of their students. Differences in transfer goal achievement among the colleges is, however, generally explainable by wide differences in the prior preparation of the college's students.

Figure 1

TRANSFER AND TRANSFER GOAL ACHIEVEMENT
AMONG GRADUATES
OF MARYLAND COMMUNITY COLLEGES

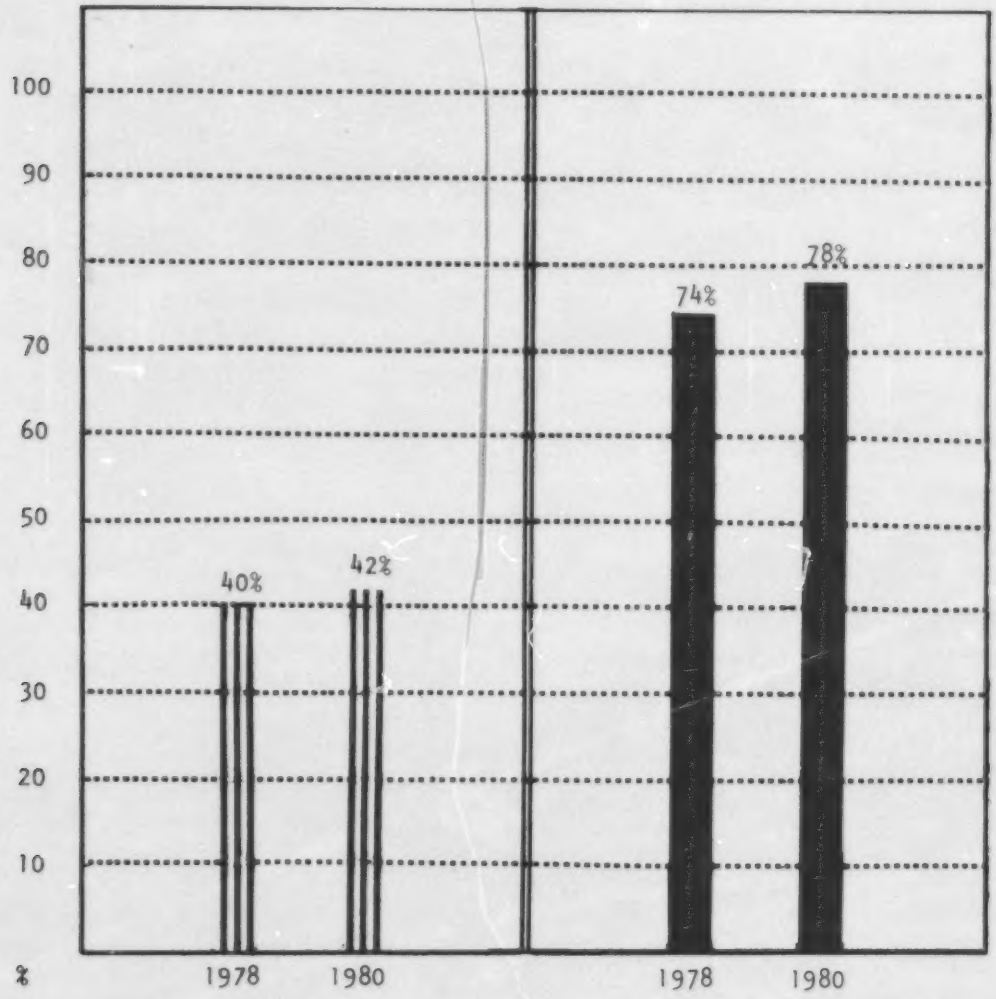

Figure 2

TRANSFER AND TRANSFER GOAL ACHIEVEMENT
AMONG THOSE WHO ENTERED
MARYLAND COMMUNITY COLLEGES

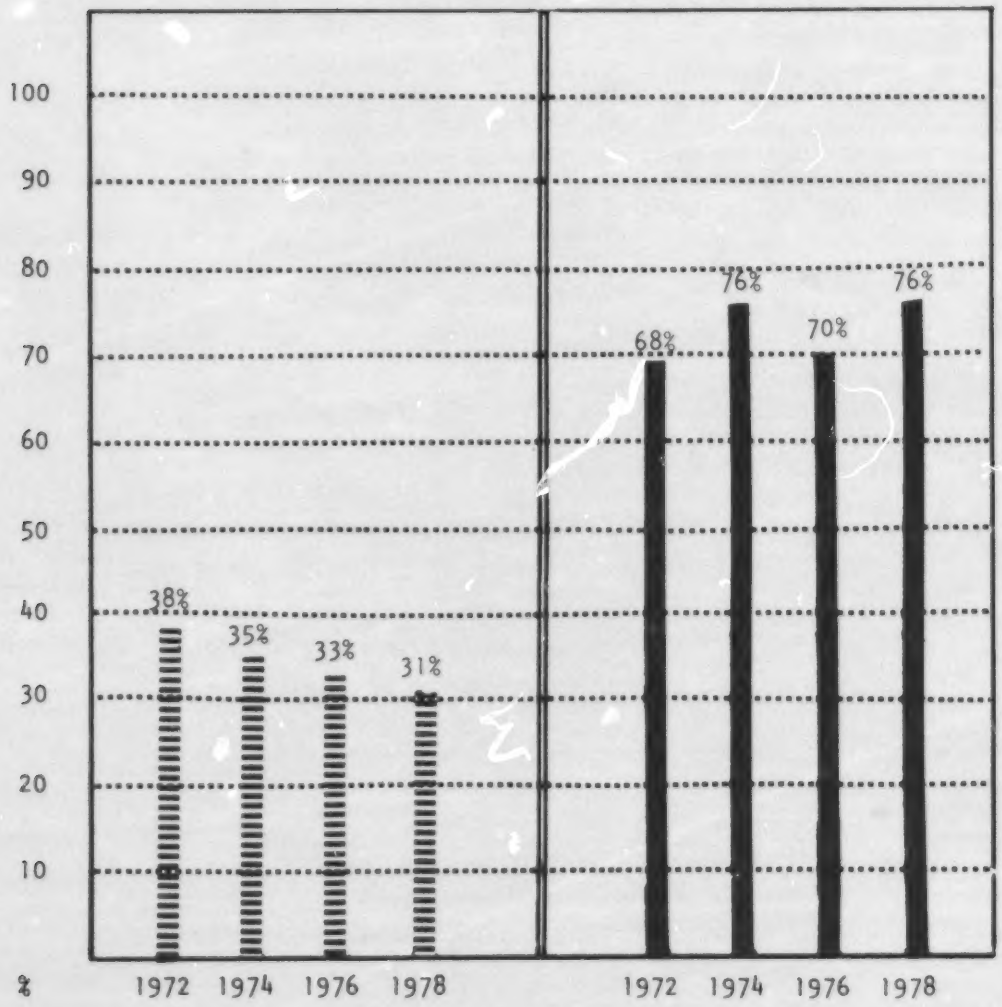

Table 4

CHARACTERISTICS OF COMMUNITY COLLEGE STUDENTS WHO TRANSFER

Characteristic	1978 Entrants		
	Transfer	Non-Transfer	Total
Age (Mean)	21.3	29.3	26.9
Credits earned at community college	38.5	22.1	27.0
Grade point average at community college	2.71	2.42	2.51
Sex			
Male	38%	62%	100%
Female	26	74	100
Race			
Black	24%	76%	100%
White	31	69	100
Other	66	34	100
Status while at community college			
Part-time	18%	82%	100%
Full-time	50	50	100

Table 5

TRANSFER AMONG ENTRANTS
WHOSE GOAL WAS TRANSFER

	1972	1974	1976	1978
TOTAL	68%	76%	70%	76%
Sex				
Male	69	76	73	79
Female	67	76	69	73
Race				
Minority	58	59	58	63
White	69	78	72	77

How satisfied were students with their preparation for transfer?

In each survey, more than 88 percent of the community college students have reported that they were extremely satisfied or satisfied with the preparations for transfer which they received at the community college. This high level of "consumer" satisfaction has been found in both graduate and non-graduate follow-up surveys (Table 6).

Table 6

SATISFACTION WITH PREPARATION FOR TRANSFER

	Entrants				Graduates	
	1972	1974	1976	1978	1978	1980
Extremely satisfied	30%	33%	31%	29%	36%	36%
Satisfied	61	55	58	62	56	56
Unsatisfied	9	12	11	9	8	8

How efficient is the transfer process?

The transfer process is often cited as a critical barrier. The difficulty of transferring credit, the problem of articulating a community college program with a desired major at the four-year college, and the transition to new challenges may very well keep some students from even attempting the transfer process. However, this does not appear to deter many Maryland community college students. Data in Table 7 indicate that the percentage of students losing four or more credit hours was 38 and 37 percent respectively for the 1978 and 1980 graduates. Among the entrants, the percentage reporting four or more credit hours lost was 27 percent among 1972 entrants, 28 percent among 1974 entrants, 33 percent among the 1976 entrants, and 20 percent among the 1978 entrants. In the 1978 survey of entrants, 69 percent reported they lost no credit in the transfer process. The reasons given for loss of credit hours were: grades, 14 percent; program change, 30 percent; tried to transfer more than 64 credits, 23 percent; and other reasons, 33 percent (Table 8).

Over 80 percent of the entrants reported they transferred to a program which was related to their community college program of study (Table 9). Over 90 percent of the graduates reported their community college program was related to their major at the transfer institution. The evidence that students experience few difficulties in the transfer process is a strong indication that the articulation efforts of the community colleges and those responsible for articulation on the four-year campuses have developed a system that works well for the transferring student.

Table 7

TRANSFERRING COMMUNITY COLLEGE CREDITS
TO FOUR-YEAR COLLEGES AND UNIVERSITIES

Credits Lost	Entrants				Graduates	
	1972	1974	1976	1978	1978	1980
None	53%	53%	50%	69%	43%	46%
1 - 3	20	19	18	9	19	17
4 - 6	12	12	14	7	15	13
7 - 12	8	9	10	7	11	13
13 - 20	4	4	5	3	6	6
21 or more	3	3	4	3	6	5

Table 8

REASONS FOR CREDIT HOURS LOST
IN TRANSFER PROCESS

Reason	1978 Entrants	
	Total Students	Average Hours Lost
TOTAL	2,425	2.3
Low grades	87	4.8
Changed program	198	11.7
Too many hours (+64)	141	8.1
Other reasons	199	8.5
No credits lost	1,800	-

Table 9

RELATIONSHIP OF RESPONDENTS' COMMUNITY COLLEGE PROGRAMS TO THEIR TRANSFER MAJOR

Relationship	Entrants				Graduates	
	1972	1974	1976	1978	1978	1980
Directly related	48%	49%	49%	46%	57%	55%
Somewhat related	35	34	34	36	34	35
Not related	16	16	17	19	9	10

How successful have community college students been after transferring?

There are several sources of data which suggest that the community college students perform well after transferring. Three-fifths of the respondents of the follow-up surveys reported earning a grade point average of 3.00 or higher at the transfer institution and over 97 percent reported a grade point average above 2.00 (Table 10). Graduates of community colleges generally reported making a higher grade point average than the respondents to the entrant surveys.

Data from the University of Maryland College Park indicate that the proportion of transfer students dismissed is typically less than 6 percent and the proportion in good standing has compared favorably with that of the junior and senior students who began at College Park (Table 11). An examination of student records at the University of Maryland Baltimore County campus and at the campuses of the other Maryland public four-year colleges and universities support this evidence that the community college transfer has been successful and has achieved at rates comparable to those of native students who have been at the college since their freshman year.[5]

Table 10

GRADE POINT AVERAGE OF COMMUNITY COLLEGE STUDENTS AFTER TRANSFER

Grade Point Average	Entrants				Graduates	
	1972	1974	1976	1978	1978	1980
Below 2.0	3%	3%	3%	3%	2%	2%
2.0 - 2.4	14	11	13	14	12	12
2.5 - 2.9	30	28	28	28	26	26
3.0 - 3.4	35	35	34	33	35	35
Above 3.5	18	23	22	22	24	25

Table 11

COMMUNITY COLLEGE TRANSFERS
AT UNIVERSITY OF MARYLAND COLLEGE PARK
1976 - 1982

End of Semester	Enrollment	Status: Probation #	Probation %	Dismissed #	Dismissed %	Good Standing #	Good Standing %	Graduations #
Spring 1976	3,009	354	12	78	2	2,577	86	392
Fall 1976	3,416	503	15	91	3	2,822	82	282
Spring 1977	3,318	362	11	194	6	2,762	83	405
Fall 1977	3,679	564	15	64	2	3,051	83	295
Spring 1978	3,427	408	12	244	7	2,775	81	479
Fall 1978	3,421	521	15	39	1	2,861	84	297
Spring 1979	3,273	456	14	208	6	2,609	80	384
Fall 1979	3,482	585	17	72	1	2,825	81	298
Spring 1980	3,255	445	14	133	4	2,678	82	345
Fall 1980	3,781	605	16	128	3	3,048	81	295
Spring 1981	3,655	523	14	253	7	2,879	79	405
Fall 1981	3,978	648	16	150	4	3,180	80	246
Spring 1982	3,739	466	12	209	6	3,064	82	418

Where do community college students transfer?

Opportunities for transfer students increased during the 1970s and early 1980s. Throughout the 1970s, approximately 30 percent of the community college transfers went to a University of Maryland campus. The proportion transferring to State colleges and universities dropped slightly during the 1970s, from 26 percent to 22 percent in the most recent survey. The proportion transferring to private four-year campuses in Maryland increased. Eleven percent of the community college transfers now report they transferred to a private four-year college in Maryland. Graduates of Maryland community colleges during this period were more likely than the entrants to have attended a Maryland public four-year college and to have stayed in Maryland to complete their education (Table 12).

Figure 3 summarizes information from the survey of 1978 entrants which emphasizes the importance of the student's initial reason for attending the college in determining how likely the student is to transfer and where the student is likely to transfer. Among those with a transfer goal (31 percent), 76 percent will transfer before four years. Among those with other goals, 15 percent will transfer. Those who went to the community college to prepare for transfer will most likely attend a University of Maryland campus (23 percent) or one of the other public four-year campuses in Maryland. Seven percent of those with a transfer goal will attend a private four-year college in Maryland and 16 percent will attend a non-Maryland college. Among those who went to the community college for other reasons than to prepare for transfer

(69 percent of all students), 15 percent will transfer and most of these will transfer to a non-Maryland college or another Maryland community college, a technical/commercial college, or a private two-year college.

Table 13 provides information on the actual numbers of new transfer students each year between each community college and the public four-year campuses in Maryland. The number of new community college transfer students increased from 1979 to 1981 at the following four-year campuses: University of Maryland Baltimore City (+31); University of Maryland Baltimore County (+80); University of Maryland College Park (+45); University of Maryland Eastern Shore (+12); St. Mary's College (+8); and Salisbury State College (+13). The number of new community college transfer students decreased at Bowie State College (-1); Coppin State College (-11); Frostburg State College (-41); Towson State University (-50); University of Baltimore (-82); University of Maryland University College (-107); and Morgan State University (-42). There was, thus, a net decrease in the number of new community college students transferring to the public four-year colleges of 144 students during this period. This small decrease in new community college transfers to the public four-year campuses has apparently occurred not because community colleges students are not transferring but because an increasing proportion of those transferring are going to private four-year colleges in Maryland or to public four-year colleges outside of Maryland (Table 12).

Table 12

TRANSFER INSTITUTIONS OF COMMUNITY COLLEGE STUDENTS

Institution	Entrants				Graduates	
	1972	1974	1976	1978	1978	1980
Maryland						
University of Maryland	31%	30%	29%	29%	34%	34%
Public State college	26	25	23	22	34	32
Private four-year	8	7	7	11	8	9
Other community college	7	9	9	8	6	6
Technical/commercial	2	2	3	4	1	1
Private two-year	-	-	1	1	1	1
TOTAL MARYLAND	74%	73%	72%	75%	84%	82%
Non-Maryland						
Public four-year	13	12	12	12	7	10
Private four-year	10	10	10	7	6	6
Other	4	4	6	6	2	2
TOTAL NON-MARYLAND	27%	26%	28%	25%	15%	18%
Number of respondents	7,648	7,904	9,150	5,123	4,223	4,280
Number in sample	19,634	23,199	26,829	26,374	6,975	7,050

Figure 3

TRANSFER STATUS FOUR YEARS LATER
OF STUDENTS WHO FIRST ENTERED A MARYLAND COMMUNITY COLLEGE
IN 1978

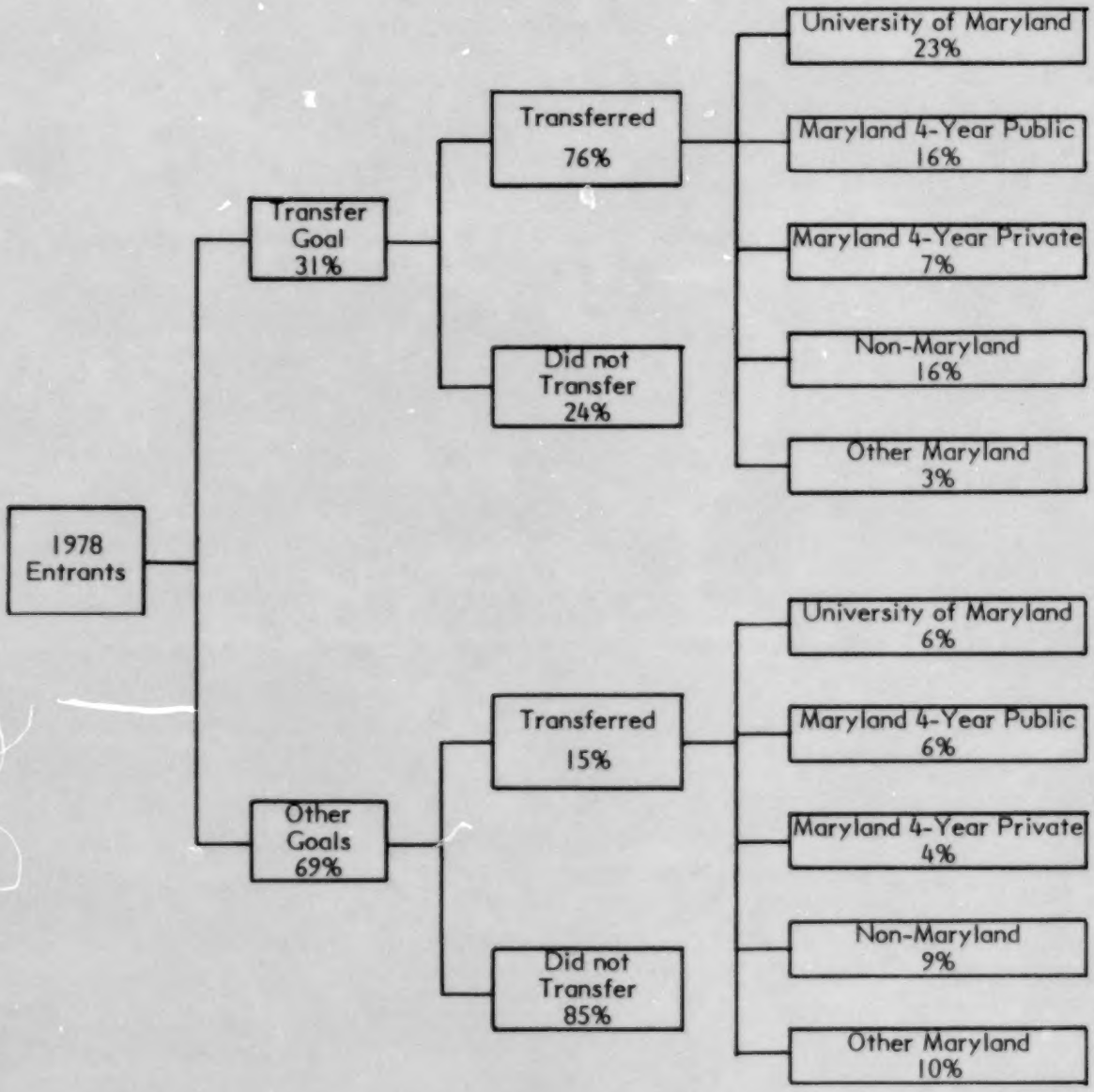

Table 13

TRANSFER OF COMMUNITY COLLEGE STUDENTS
FIRST TIME TRANSFERS

College	University of Maryland at Baltimore			Baltimore County			College Park			Eastern Shore			University College			Morgan			St. Mary's		
	1979	1980	1981	1979	1980	1981	1979	1980	1981	1979	1980	1981	1979	1980	1981	1979	1980	1981	1979	1980	1981
Allegany	6	2	15	4	1	1	12	7	4	-	-	-	1	-	-	-	-	-	-	-	-
Anne Arundel	15	14	16	74	66	84	137	138	184	-	1	-	55	94	58	1	5	1	9	9	13
Baltimore	12	6	10	38	38	41	11	18	18	1	1	5	21	3	3	94	91	74	1	-	-
Catonsville	41	34	43	116	120	133	99	79	54	1	-	2	74	41	35	30	29	19	4	1	3
Cecil	2	-	1	2	5	4	9	3	7	-	-	1	-	5	3	-	-	-	-	-	-
Charles	-	2	1	1	-	3	51	52	40	-	-	-	53	23	30	-	1	-	10	23	19
Chesapeake	3	3	-	1	3	2	9	14	15	-	2	1	2	1	6	-	1	-	-	4	-
Dundalk	-	-	-	9	4	4	1	5	2	-	1	1	1	3	-	4	2	4	1	-	-
Essex	17	37	21	33	29	35	46	41	41	-	-	-	6	14	5	16	11	4	2	1	-
Frederick	3	7	4	8	4	8	23	27	25	-	-	-	5	3	8	-	-	-	3	3	2
Garrett	-	-	1	-	-	2	2	7	4	-	-	-	-	-	-	-	-	-	-	2	1
Hagerstown	7	4	4	3	5	1	34	23	23	1	-	-	1	2	3	1	1	1	2	3	3
Harford	Not available																				
Howard	2	5	13	31	42	46	36	51	48	1	2	1	23	19	26	1	-	4	2	1	3
Montgomery:																					
Rockville	12	11	15	10	21	27	533	631	589	-	2	-	135	134	118	1	2	1	9	11	11
Germantown	-	2	1	2	3	7	10	25	37	-	-	-	12	28	14	-	-	-	2	1	-
Takoma Park	6	6	5	4	9	11	89	105	122	-	-	-	35	40	47	2	-	1	-	1	2
Prince George's	14	5	21	9	22	16	523	522	457	2	3	7	249	283	210	8	8	7	15	8	11
Wor-Wic Tech	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-
TOTAL	140	138	171	345	372	425	1,625	1,748	1,670	6	13	18	673	693	566	158	151	116	60	68	68

College	State Colleges and Universities: Bowie			Coppin			Frostburg			Salisbury			Towson			University of Baltimore			TOTAL ALL FOUR-YEAR INSTITUTIONS		
	1979	1980	1981	1979	1980	1981	1979	1980	1981	1979	1980	1981	1979	1980	1981	1979	1980	1981	1979	1980	1981
Allegany	-	-	-	-	-	-	78	84	56	-	1	-	2	9	5	2	-	-	106	104	81
Anne Arundel	14	15	17	-	-	-	10	19	14	22	21	22	61	70	58	39	42	49	437	494	516
Baltimore	3	5	6	74	76	68	1	1	4	1	-	3	75	60	74	146	129	109	478	428	415
Catonsville	1	3	3	9	8	9	16	12	4	9	10	7	192	195	199	147	127	124	739	659	635
Cecil	2	-	-	-	-	-	-	2	2	9	6	2	15	17	10	1	2	4	40	40	34
Charles	13	5	6	-	1	-	3	10	1	7	10	7	6	10	7	1	-	1	145	137	115
Chesapeake	-	1	-	-	-	-	1	2	2	25	40	46	9	6	13	3	5	4	53	82	89
Dundalk	-	-	-	5	7	6	-	-	1	-	1	-	27	42	23	25	30	29	73	95	70
Essex	1	-	-	11	3	5	9	7	6	10	10	8	300	310	248	150	157	118	601	620	491
Frederick	1	1	-	-	-	-	13	10	9	-	6	7	18	8	18	1	5	-	75	74	81
Garrett	-	-	-	-	-	-	29	35	28	-	1	2	1	1	1	-	-	-	32	46	39
Hagerstown	-	-	-	-	-	1	12	19	8	3	1	5	14	9	23	9	17	5	87	84	77
Harford	Not available																				
Howard	1	4	3	1	-	2	4	9	7	4	2	5	13	16	24	18	25	25	137	176	207
Montgomery:																					
Rockville	5	8	9	-	-	-	38	34	40	13	14	15	55	38	37	6	4	2	817	910	864
Germantown	1	1	-	-	-	-	3	3	3	-	2	1	2	7	5	-	1	-	32	73	68
Takoma Park	10	7	9	-	-	-	2	3	2	2	2	-	8	1	1	-	2	-	158	176	200
Prince George's	77	85	75	2	1	-	23	20	14	21	17	28	33	35	35	8	3	4	984	1,102	885
Wor-Wic Tech	-	-	-	-	-	-	-	1	-	18	18	-	-	-	-	-	1	-	18	21	-
TOTAL	129	135	128	102	96	91	242	271	201	145	162	158	831	834	781	556	550	474	5,012	5,231	4,867

SUMMARY AND CONCLUSIONS

Each year approximately one-third of all new students in Maryland community colleges report that preparation for transfer is their primary reason for attending the community college. Follow-up surveys and records indicate that students who attend community college to prepare for transfer have an excellent opportunity to transfer. A number of students who attend a community college for other reasons change their goal while at the community college and also go on to transfer. Transfers from Maryland community colleges appear to be well prepared to achieve when they transfer and the transition to a four-year college is relatively smooth and efficient with little loss of credit and few program changes.

Judging from their predecessors, students, who are now attending or who will enter Maryland community colleges and who are preparing for transfer to a four-year program, will have an excellent chance of achieving this goal. If they graduate from a community college, their chances of a successful transfer will increase slightly but there is still a high probability of successful transfer if they choose a one plus three year curriculum plan instead of two years at the community college and two years at the transfer college. They will likely find their program of study will mesh and they will lose few if any credits in the transfer process. Most four-year public colleges will be anxious to have them transfer and, thanks to their predecessors, they will be seen as well prepared and ready for upper division work. There is now a better chance than in the early 1970s these students will transfer to a private four-year campus in Maryland.

Breneman's study of a national sample of high school students suggests that there are community colleges and community college systems that are, in reality, terminal institutions with less opportunity for continuing toward a bachelor's degree than if students had gone directly to a four-year college. However, his study design and sample force a large variety of two-year institutions into the supposedly shared role of preparing students for an upper division bachelor's program. All community colleges do not attempt this preparation and all students do not attend community college in order to prepare for transfer. Some community college systems, judging from the Maryland evidence, perform this preparation quite well even as they perform the occupational preparation and life-long learning missions of comprehensive community colleges.

FOOTNOTES

[1] Lombardi, John, The Decline of Transfer Education, Topical Paper No. 70, (Los Angeles, CA, December 1979).

[2] Breneman, David W. and Nelson, Susan C., Financing Community Colleges, An Economic Perspective (Washington, DC, 1981), pp. 91-92.

[3] McConochie, Daniel, Four Years Later: Student Follow-Up of 1976 Entrants, Maryland Community Colleges (Annapolis, MD, May 1981).

[3] McConochie, Daniel, Follow-Up of 1978 Entrants, Maryland Community Colleges (Annapolis, MD, November 1982).

[3] Tschechtelin, James D., Student Follow-Up of Entrants and Graduates, Maryland Community Colleges (Annapolis, MD, 1980).

[4] McConochie, Daniel, Student Goal Achievement, Maryland Community Colleges (Annapolis, MD, 1981).

[5] McConochie, Daniel, "Community College Transfer Students Attending Public Four-Year Colleges" (Annapolis, MD, Summer 1982).

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